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ABSTRACT

In April 1991, Enterprise State Junior College and MacArthur State Technical College established a rural workplace literacy demonstration project in partnership with adult basic education, seven employers, and a labor organization. The project served 615 persons in classes offered at the 2 colleges, 4 partner locations, and 3 additional worksites. The industrial partners and worksites included trailer manufacturers, food processors, metal fabricators, and textile/apparel manufacturers. The project consisted of three main components. The Gateway Component provided remediation for workers with basic skills deficiencies. The Pathway Component provided needed educational experiences beyond the basic skills and helped workers improve in such areas as problem solving, critical thinking, and work habits. The Linkway Component provided necessary support services to allow workers to participate fully in the project. Indicators of project success were willingness of partners to allow release time and expand employee training, workers' seeking of additional training after project end, and improved worker self-reliance and self-esteem. (Appendixes include a needs assessment checklist, a list of available curricula, a sample description of curriculum developed for one industry, a 12-item bibliography, a sample individual education plan, and a report to the National Workplace Literacy Programs.) (YLB)

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ED351561

Rural Workplace Literacy Demonstration Project

Final Performance Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Enterprise State Junior College
Enterprise, Alabama

MacArthur State Technical College
Opp, Alabama

Funded by the U. S. Department of Education
Grant VA198A10138

CE062439

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Rural Workplace Literacy Demonstration Project
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Rural Workplace Literacy Demonstration Project

Partners: Enterprise State Junior College
MacArthur State Technical College
Adult Basic Education Program
Alfab, Inc.
ConAgra Broiler Company
Dorsey Trailers, Inc.
Dura-Cast, Inc.
Reliable Products, Inc.
Sessions Company, Inc.
Utility Trailer Corporation
International Association of Machinists

Introduction

In April 1991, Enterprise State Junior College and MacArthur State Technical College established a rural workplace literacy demonstration project in partnership with Adult Basic Education, seven employers, and a labor organization. The project served 615 persons in classes offered at the two colleges, four partner locations, and three additional worksites established with approval of United States Department of Education Workplace Literacy staff. The industrial partners and worksites included trailer manufacturers, food processors, metal fabricators, and textile/apparel manufacturers. Of the 615 project participants, 522 were employed by industrial partners (including worksites), 49 were employed by other businesses and industries, and 44 were unemployed.

The project consisted of three main components. The Gateway Component provided remediation for workers with basic skill deficiencies in the areas of reading, writing, speaking, listening, and computation. The Pathway Component provided needed educational experiences beyond the basic skills and helped workers improve in such areas as problem solving, critical thinking, and work habits. The Linkway Component provided the necessary support services to allow workers to fully participate in the project.

Selected indicators of project success include the following:

- Response to unique needs of a diverse group of industries -- an essential factor in significantly upgrading worker skills in rural areas.

- Realization of value of upgrading worker skills as evidenced by willingness of individual partners to allow release time and to continue and expand employee training.

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"We are a supplier to the automotive industry and our problem solving class evolved from the need to meet customer requirements. We have benefitted from having employees involved in quality management, and we expect problem solving to continue to be a part of our training."

Teresa Hall
Corporate Secretary
Dura-Cast, Inc.

- Acceptance by workers of need and ability to continue upgrading skills as evidenced by willingness of workers to seek additional training after the project ended.

- Evidence of worker self-reliance and self-esteem as indicated by worker and supervisory reports.

- Better understanding of the roles of industry and education resulting in an ongoing positive relationship between the colleges and industries.

- Realization by non-partner industries of the need for training as indicated by requests for workplace literacy training.

- Contributions by other funding sources to provide training beyond the scope of this project.

Comparison of Accomplishments to Objectives

Objective 1: By March 1991, all project personnel will have been employed and given specific job descriptions.

Start-up staff at Enterprise State Junior College consisting of a project director, project counselor and part-time secretary were employed in March and April, 1991. The start-up staff at MacArthur State Technical College consisting of an assistant project director/counselor, instructor and part-time secretary were employed by June 1, 1991. Additional instructors and aides were employed as classes were added throughout the project. Job descriptions are on file for all personnel.

Objective 2: By April of 1991, project personnel will have designed job specific literacy audits in cooperation with industrial personnel.

Project staff reviewed current literature on workplace literacy and job audits to determine appropriate procedures to be used in developing needs assessment forms and conducting literacy audits for industrial partners.

Staff members visited the worksites and met with representatives of the industrial partners such as human relations/personnel directors, employees, union representatives, and upper level management to discuss changes anticipated in their industry, current problems, and training needs. Industrial partners provided job specific materials including employee handbooks, safety manuals, equipment manuals, workplace forms, job descriptions, employment information and employee benefits manuals. Job specific literacy audits forms, titled "Needs Assessments",

"One of my adult learners, Sarah, was approached by her supervisor who was holding a new sign that read, 'Watch Your Step.' Before the supervisor could speak, Sarah gleefully said, 'I can read that for myself!'

All three of my adult learners are delighted to report that they can read their paychecks and know if the figures are correct."

Fran Walters
Volunteer Literacy Tutor
ConAgra Broilers, Inc.

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were developed and approved by the Project Director, appropriate industry representatives, appropriate labor representatives, and project instructors and counselors. (See Appendix A: "Needs Assessment Checklist")

Objective 3: By May of 1991, job literacy audits will be administered to participating workers in cooperation with industrial personnel.

Project staff used the following procedures to administer literacy audits at five partner locations:

1. Observed employees to determine the skills used to perform the jobs effectively.

   - Recorded instances of reading, writing and arithmetic calculations
   - Determined the purposes of observed tasks

2. Collected materials written and read on the job.

3. Interviewed employees and their supervisors to determine frequency and priority of tasks and the skills needed to do the jobs.

4. Determined discrepancies between the employees' skill levels and those needed to perform the job.

Instructors analyzed job materials to determine reading levels and essential vocabulary and used deficiencies identified by the job audits to develop curricula for basic and higher order skills training. (See Appendix B: "Sample Descriptions of Curricula")

Objective 4: Beginning in April of 1991, project personnel will develop and implement ongoing outreach activities in cooperation with industry and labor representatives which will result in the recruitment, intake, screening, Individual Education Plan development, and program participation of at least 600 eligible worker applicants by August 1992.

Staff members designed and disseminated flyers, brochures, and news releases describing the project. Press conferences and open house activities were held at each institution to familiarize the partners, the community and the employees with project activities. Speeches were given to various civic and professional organizations. Registration activities were conducted at the worksites.

"This chemistry study helped me understand the purpose for keeping track of the pH factor of water released into the system. Now I know why it's so important to be accurate. If I make a mistake the whole system for my community will be polluted. I have to live here!"

Kenneth Fulford
Water Treatment Operator's Helper
Reliable Products

Counselors and instructors developed a form for the Individual Education Plan (IEP) which identified goals of the participant, assessment of current skills, need for support services, and curriculum to be used. Staff members worked with each employee to complete the IEP. (See Appendix C: "IEP Sample")

Records on file indicate a total of 615 participants in project activities. Project files verify names, demographic data, attendance, outcomes and support services.

Objective 5: Project personnel will provide instructional activities which will result in new employment, continued employment, career advancement, or increased productivity of industries, and/or upgrade or update basic skills required by changes in the workplace; and improved competencies in speaking, listening, reasoning, and problem solving for at least 90 percent of project participants.

Project staff and industry representatives prioritized training needs related to basic and higher order skills. Based on these priorities, instructors developed curricula for basic skills training in selected job classifications within each industry for higher order skills training in areas such as problem solving, communication skills, decision making, critical thinking, etc. These workplace-specific curricula included instructional objectives, pre- and post-tests, learning activities (some locally developed and some selected from commercially prepared materials), and job simulations. (See Appendix B for samples) Over 500 participants attended more than one program offering or attended classes for more than one quarter.

Volunteer tutors were trained in the whole language approach to reading to allow project participants to incorporate work-related experiences into the tutoring process. Computer assisted instruction and other commercially developed literacy materials were also utilized by participants.

Of the 522 participants who were employed by partners, 94 percent continued employment, advanced in their careers or obtained new employment. A total of 21 participants had passed the GED test by the end of the grant period. Based on instructor made pre- and post-tests, tutor reports and commercial tests, project data indicate that 91 percent increased basic skills and 73 percent increased higher order skills. (See Appendix D: "Report to the National Workplace Literacy Programs" and "Table of Employee Outcomes", page 8)

"Thanks so much for taking time to come and present the class on Presentation Skills to Reliable's safety committee members. I've heard many favorable comments thus far. The knowledge gained from your program will be especially helpful to the safety committee members when presenting department safety meetings."

George W. Helms
Director of Human Resources
Reliable Products

Supervisors completed evaluations on 313 project participants. Based on supervisor perceptions, the following employee outcomes were attained:

22% increased attendance at work
54% improved job attitude
41% increased quantity of work
38% achieved high accuracy in work quality
52% need less supervision
77% would be recommended for advancement

Objective 6: Project staff, in cooperation with industry, volunteer organizations, other College personnel, and appropriate governmental agencies will provide on-going needed support services for project participants. These services shall include, but not be limited to, tutorial services, transportation services, child care services, counseling services, and referral to mental health services.

Counselors and instructors provided support to all project participants. Counselors trained 48 volunteer tutors and placed 51 participants with tutors. Although transportation and child care services were offered, only a limited number of participants utilized these services. Individual counseling was provided by counselors and instructors. Referrals were made to other local agencies and organizations who provided eyeglasses, financial aid information, and other education and training programs. Project records document these activities.

Objective 7: Project personnel will devise a Dissemination Plan which will result in project activities and outcomes being disseminated throughout the region and allow the project to serve as a demonstration site for rural workplace literacy programs. The plan will include the development and publication of a booklet on project goals, activities, and results which will be publicized nationally and disseminated to those who request it.

Staff members devised a Dissemination Plan that resulted in project activities and outcomes being disseminated throughout the region and allowed the project to serve as a demonstration site for rural workplace literacy programs. To implement the plan, project staff

- conducted periodic press conferences;

- held open house activities at both educational institutions;

"I didn't think the measurements on blueprints had to be followed exactly. Now I understand how the entire construction can be so far off when I make a 1/8" mistake."

Steven Sasser
Welder
Alfab, Inc.

- wrote news releases and human interest stories that were published in local newspapers; industrial partners' newsletters and trade journals; and state and national education journals

- met with union representatives where available;

- appeared on a local television news program;

- spoke to civic groups, professional organizations, area economic development councils, the Alabama College Association, and the Adult Education Regional Conference;

- provided workplace literacy curricula including learning objectives, job simulations, pre- and post-tests, and suggested supplementary activities in commercially prepared materials to the workplace literacy project at Central Alabama Community College, Alexander City, Alabama;

- hosted visitors from other organizations including the Alabama Power Foundation and Economic Development Partnership; Wallace Community College, Selma, Alabama; and the workplace literacy project at Central Alabama Community College; and

- published a booklet on project goals, activities, and results which was submitted to the ERIC Clearinghouse on Adult, Career, and Vocational Education; Alabama State Department of Education, Adult Education Section; and Alabama Department of Postsecondary Education. This booklet, as well as samples of workplace-specific curricula, will continue to be provided to other organizations upon request.

Objective 8: By May of 1991, project personnel will develop a detailed formative evaluation plan to monitor implementation of project activities. Summative evaluation will be performed by an experienced, qualified external evaluator to be contracted from project funds.

The formative evaluation plan utilized to monitor implementation of project activities included:

- monitoring project activities through the management plan;

- developing data collection methods and designing a data base;

"The hourly employees recently requested a meeting with management to discuss changes and improvements they had identified using the problem solving skills learned in the workplace literacy project. These employees established a professional atmosphere that led to genuine two-way communication that will produce lasting effects. I was proud of them!"

Bruner Dicus
Vice President
Alfab, Inc.

- developing, administering, and analyzing results of job audits, pre- and post-tests, participant evaluations, and supervisor evaluations; and obtaining and analyzing quarterly reports. The Table of Employee Outcomes below indicates specific measures used to assess employee outcomes.

An external evaluator performed a summative evaluation of the project.

TABLE OF EMPLOYEE OUTCOMES

Instrument Name	Outcome Measured	Type of Measurement
TABE	General literacy level	Commercial test
Preview	Mastery of learning module contents*	Instructor-developed test
Review	Mastery of learning module contents	Instructor-developed test
Employee Training Surveys	Satisfaction with training	Instructor-developed survey
Supervisor's Rating of Post-Program Participants	Job performance	Instructor-developed survey
GED and ASSET Test	Mastery of academic curriculum/readiness for additional education	Commercial test
Laubach & Challenger Placement tests	Reading level	Commercial tests

*Learning Modules contain pre- and post-tests, learning activities and job simulations.

"I could not have passed the GED tests without the help of this program. Being able to attend classes at work and to set my own pace made the difference for me. I'm going to keep learning too! I'll start studying Industrial Electronics at the technical college soon."

Ricky Potter
Card Operator
Opp-Micolas Mills

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Schedule of Accomplishments and Target Dates

Because of late receipt of the grant award document, the College was unable to employ all project personnel by the target date of March 1991. All other objectives were accomplished as scheduled.

Number and Characteristics of Project Participants and Outcomes Achieved

A total of 615 persons participated in the project. Of these, 522 were employed by the industrial partners, 49 were employed by other businesses or industries, and 44 were unemployed. The average age was 37 years; there were 369 males and 246 females. Seventy-nine percent were white; 12 percent were black, and 6 percent were hispanic. Thirty-seven percent had less than a high school education; 35 percent had completed high school, and 27 percent had some education or training beyond high school. Forty-four percent had been employed less than five years and 23 percent had been employed sixteen years or more.

Outcomes achieved by project participants are described on pages four and five.

Dissemination Activities

See page six.

Evaluation Activities

See pages seven and eight.

Changes in Key Personnel

One change in the Assistant Director position occurred early in the grant period. This resulted in an extension of the start-up period at MacArthur State Technical College.

"Prior to taking this class I was very uncomfortable - and slow! - about writing business letters. I feel confident now that my ideas are expressed clearly and correctly."

Dennis Hall
Buyer
Utility Trailers, Inc.

Appendix A

Needs Assessment Checklist

WORKFORCE 2000 PARTNERSHIP
NEEDS ASSESSMENT CHECKLIST

Employer: _____ Date: _____

Job Title: _____ Analyst: _____

I. Job Description

Persons Interviewed

Name	Title
_____	_____
_____	_____
_____	_____

Tasks (as observed and described; circle most important)

_____

_____

_____

_____

_____

_____

Basic Skills (as observed and described)

#	Skill	Item	Purpose
____	Reading	_____	
____	Writing	_____	
____	Computing	_____	
____	Speaking	_____	
____	Listening	_____	
____	Using equipment	_____	
____	Making decisions	_____	
____	Solving problems	_____	
____	Other	_____	

II. Identify areas for improvement

_____

_____

_____

III. Materials Collected — Reading Level

Memoranda _____ _____

Manuals _____ _____

Job Aids _____ _____

Measurement tools _____ _____

Graphs/scales/
charts/tables _____ _____

Blueprints _____ _____

Procedural guides _____ _____

Work orders, forms _____ _____

Computer printouts/
screen displays _____ _____

Measurement conversion
charts _____ _____

Diagrams & flowcharts _____ _____

Product labels _____ _____

Insurance information _____ _____

Safety information _____ _____

Payroll information _____ _____

Company newsletter _____ _____

Posters _____ _____

Textbooks _____ _____

Other _____ _____

Appendix B

List of Available Curriculum

Sample Description of Curriculum
Developed for Welders
at One Industry

Bibliography of Commercially Prepared
Resources Used by Project

AVAILABLE CURRICULUM

1.	Alfab	Benefits	13 modules
		Material Handler	12 modules
		Welder	13 modules
2.	ConAgra	Benefits	11 modules
3.	Dorsey	Benefits	14 modules
		Warehouseman	11 modules
		Welder	13 modules
4.	Dura-Cast	Benefits	13 modules
5.	Reliable	Benefits	14 modules
		Water Treatment Operator	1 module
6.	Utility	Benefits	12 modules
		Material Handler	12 modules
7.	Opp and Micolas	Textile Worker	5 modules
		Partners in Quality	5 modules
8.	Amoco	Safety	4 modules
		Twister Operator	6 modules
		Benefits	1 module
9.	Covington Industries	Machine Operator	5 modules

CURRICULUM DESCRIPTION

Welder: Dorsey Trailers

Module	Developed by Project	Commercially Prepared
Vocabulary	Preview Basic Definitions Packet Job Simulation: "Rear Frame Blueprint" Review	
Comprehension	Preview Job Simulation: "Dorsey's Power and Hand Tool Safety Handbook" Review	Reading Skills-Machine Trades, pp. 14-17, 26-19 Reading Skills That Work, Book 1, pp. 85-87
Comprehension	Preview Job Simulation: "Dorsey Rear Bumper Weld On-Blueprint" Review	Reading Skills-Machine Trades, pp. 18-21 JOBS 2000, Book 2, pp. 24-29 Reading Skills That Work, Book 1 pp. 101,102,104,105
Reference	Preview Job Simulation: "Welding Manual" Review	Reading Skills-Machine Trades, pp. 10-13 Appendix F-Using a Table of Contents JOBS 2000, Book 1, Ch. 8
Reference	Preview Reference Activity Packet Job Simulation: "Dorsey Rear Frame Assembly Blueprint" Review	Reading Skills-Machine Trades, pp. 18-21 JOBS 2000, Book 2, pp. 55-73
Whole Numbers	Preview Job Simulation: "Dorsey Blueprint Drawing Number D-42905" Review	Practical Problems in Math for for Welders, Section 1, pp. 1-10

CURRICULUM DESCRIPTION

Welder: Dorsey Trailers

Module	Developed by Project	Commercially Prepared
Fractions	Preview Job Simulation: "Dorsey Blueprint Drawing Number D-42906" Review	Practical Problems in Math for Welders, Section 2, pp. 11-36
Decimals	Preview Job Simulation: "Dorsey Blueprint Drawing Number D-42906" Review	Practical Problems in Math for Welders, Section 3, pp. 37-59
Percents	Preview Job Simulation: "Dorsey Blueprint Drawing Number B-44238" Review	Practical Problems in Math for Welders, Section 4, pp. 71-75
Measurements and Calculations	Preview Job Simulation: "Dorsey Blueprint Drawing Number 42905" Review	Practical Skills for Welders, Section 5, pp. 76-88, 107-109
Interpersonal Communication	Preview Job Simulation: "Dorsey Machine Safety Rules Briefing" Review	Communication Skills That Work, Book 1, Lessons 1,2,3, pp. 3-24
Vocabulary	Preview Welder - Spelling List Spelling Activity Packet Job Simulation: "Dorsey Welder Job Description" Review	

CURRICULUM DESCRIPTION

Welder: Dorsey Trailers

Module	Developed by Project	Commercially Prepared
Information Transfer	Preview Job Simulation: "Dorsey Rear Frame Department Daily Work Sheet" Review	Reading Skills That Work, Book 1, Unit 2, Lesson 4, pp. 25-28 Communication Skills That Work, Book 1, Lesson 11, pp. 83-90

APPENDIX B

BIBLIOGRAPHY OF COMMERCIALLY PREPARED
RESOURCES USED BY PROJECT

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Stein, Wendy. Communication Skills That Work, Book 1. Chicago: Contemporary Books, 1991.

Stewart, Charles and Taylor, Ellen. Practicing Occupational Reading Skills - Machine Trades. Austin, Texas: Steck-Vaughn, 1990.

Teal, R. Lois. Building Success in the Workplace. Austin, Texas: Steck-Vaughn Co., 1990.

Appendix C

IEP Sample

College: ____ ESJC ____ MSTC

WORKFORCE 2000 PARTNERSHIP
INDIVIDUAL EDUCATION PLAN

Date: _____

Name: _____ Gender: ___ Male ___ Female Age: ____ Birthdate: _____

Street: _____ Social Security #: _____

City: _____ State: _____ ZIP: _____ Phone #: _____

Race: ___ White ___ Hispanic ___ Asian ___ Black ___ American Indian ___ Pacific Islander ___ Alaskan Native ___ Other

Marital Status: ___ Single ___ Married ___ Separated ___ Divorced ___ # of children living with you

Employer: _____ How long? _____ Job title: _____

What other jobs have you held here? _____

What are your vocational goals? Immediate: _____ Long range: _____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

What is your educational goal? ___ improve work skills ___ improve reading/writing/math
___ improve problem solving/critical thinking ___ improve speaking/listening
___ improve English (for non-native speakers) ___ pass GED tests
___ other (specify: _____)

Check all printed materials you need to use on your job: ___ none ___ charts/graphs/maps
___ forms ___ notes ___ manuals ___ labels ___ other (specify: _____)

Check all writing you need to do on your job:
___ none ___ forms ___ memos ___ letters ___ summaries ___ notes ___ reports
___ other (specify: _____)

Check any calculations you need to do on your job: ___ none ___ count items ___ figure mileage
___ keep up with time ___ figure percentages ___ measure (specify: _____)
___ account for money ___ understand charts/graphs/maps ___ other (specify: _____)

Do you use any special tools or equipment on your job? ___ no ___ yes (specify: _____)

* * * *

WORKFORCE 2000 (IEP)

SUPPORT SERVICES

Name: _____

Employer: _____

Dates Attending	Topics	Outcomes

WORKFORCE 2000 (IEP)
Reading
Material Handler/Forklift Operator

Name _____
Employer Utility

Module	✓	Instructional Objectives	Learning Activities	Job Simulation	Date Assigned	Date Completed	Preview Score	Review Score	Evaluation Comments
Vocabulary	✓	Define job-related vocabulary and abbreviations.	Voc. WW1, pp 39-44 Voc. WW2, pp 29-50 SV Build Suc., pp 4-5 Ex. C	Utility Material Planning Sheet					
Comprehension	✓	Follow job-specific directions and instructions	Jobs 2000 Bk 1, Ch 3, pp 20-24; SV Build Suc., pp 35-36 Ex. A & B	Utility Employee Safety Manual					
Comprehension	✓	Interpret job-specific rules, regulations, and/or benefits.	Jobs 2000, Bk 2, Ch 1 pp 6-14	Utility Employee Safety Manual					
Comprehension	✓	Scan rapidly for job information.	Jobs 2000, Bk 2, Ch 3 pp 24-38; Jobs 2000 Bk 1 Ch 2, pp 14-18; SV Read Skills, Les. 8, pp 30-33	Utility Sales Order Copy					
Reference		Locate necessary information in catalogues and manuals.							
Reference		Interpret job-related diagrams, charts, maps and graphs.							

✓ represents a need for the instructional objective based on the job audit

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WORKFORCE 2000 (IEP)
Writing
Material Handler/Forklift Operator

Name _____

Employer: Utility

Module	✓	Instructional Objectives	Learning Activities	Job Simulation	Date Assigned	Date Completed	Preview Score	Review Score	Evaluati Comment
Vocabulary	✓	Correctly spell job-related terms.	Spelling Activity Packet and Study List	Billing Terms					
Information Transfer		Effectively write notes, memos, reports and business letters.							
Information Transfer		Effectively complete forms and purchase orders.	Mast. Read Book 1 (Delmar) Unit 18; Filling Out Forms Lessons 1 & 2	Forklift Driver's Daily Checklist					
		39						40	

WORKFORCE 2000 (IEP)
Math
Material Handler/Forklift Operator

Name _____

Employer: Utility

Module	✓	Instructional Objectives	Learning Activities	Job Simulation	Date Assigned	Date Completed	Preview Score	Review Score	Evaluat Comme
Whole Numbers		Recognize place value & define job specific vocabulary related to whole numbers. Perform job-related operations - addition, subtraction, multiplication and division.	Bas. Occ. Math, Ch 1, pp 1-27	Utility Hours and Wages Computations					
Fractions		Define fraction terminology and perform job-related operations with fractions.	Basic Occ. Math, Ch 2 pp 35-67	Utility Material Planning Sheet Computations					
Decimals		Recognize place value and define decimal terminology. Perform job-related operations with decimals.	Bas. Occ. Math, Ch 3 pp 65-96	Utility Sales' Order Copy Computations					
Percents		Define terms related to percents & recognize place value. Perform job-related operations w/percents &/or calculate commissions and interest.							
Ratio/ Proportions		Perform job-related operations.							

WORKFORCE 2000 (IEP)
Math
Material Handler/Forklift Operator

Name _____

Employer: Utility

Module	✓	Instructional Objectives	Learning Activities	Job Simulation	Date Assigned	Date Completed	Preview Score	Review Score	Evaluat Commen
Mixed Operations		Combine various basic math skills to solve job-related problems.							
Measure-ments and Calcula-tions		Define terms related to workplace measurements. Perform basic operation & conversions using both metric & English measure-ments. Select & use specialized tools (if applicable).	Basic Occ. Math, Ch 5 pp 139-171; Mast. Reading(Delmar) Book 1, pp 20-24	Utility Sales Order Copy Computations					

WORKFORCE 2000 (IEP)

Name _____

Speaking and Listening

Employer: Utility

Material Handler/Forklift Operator

Module	✓	Instructional Objectives	Learning Activities	Job Simulation	Date Assigned	Date Completed	Preview Score	Review Score	Evaluati Comment
Information	✓	Select pertinent and obtain missing information in job-related communication.	Jobs 2000, Bk 2, Ch 9, pp 94-103	Utility Job Qualifications					
Inter-personal Commun-ication	✓	Develop interpersonal communication skills that will be used on the job.	Com. Skills That Work, Bk 2, Les. 1,2,3 & 4	Utility Safety Manual					

WORKFORCE 2000 (IEP)

Name: _____

Effective Communications at Work

Employer: Utility

Module	Instructional Objectives	Learning Activities	Job Simulation	Date Assigned	Date Completed	Preview Score	Review Score	Evaluation Comments
	Explain how communication is a two way process. Demonstrate a clear, concise message. Demonstrate effective I-messages. Define perception as it relates to effective communication. Practice active listening.		Use feed-back to overcome communication barriers in the workplace. Recognize the role interpersonal relationships play in workplace communications. Practice effective communication patterns for use with subordinate, peers, and supervisors.					

Employee's Signature Date

Instructor's Signature Date

Supervisor's Signature Date

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Appendix D

Report to
National Workplace
Literacy Programs

Appendix D

Report to the National Workplace Literacy Programs

Part 1: Program Parameters

1. Grantee: Enterprise State Junior College
P. O. Box 1300
Enterprise, AL 36331
(205) 347-2623, Ext. 218
(205) 347-2623, Ext. 306 FAX

2. Project Title: Rural Workplace Literacy Program

3. Award Number: VA198A10138

4. Target Number to be Served: 600

PART 2: Program and Participant Data

1. Total Number Served 615

2. Gender: Number of Males 369 Number Females 246

3. Mean Age of Participants 37.1

4. Years with Company

0 - 5	268
6 - 10	112
11 - 15	51
16 - Over	140

5. Number Served by Partners

Alfab	34	Reliable	54	Amoco	60
ConAgra	75	Sessions	4	Covington Industries	53
Dorsey	35	Utility	24	Unemployed	44
DuraCast	71	Opp-Micolas	112	Other	49

6. Number Participating in Programs

Basic Skills/GED	280
ESL	7
Literacy	46
Higher Order	420

7. Outcomes

Tested Higher on Basic Skills	91%
Tested Higher on Problem Solving/Comm/ Higher Order Skills	73%
Increased Attendance at Work	22%
Improved Job Attitude	54%
Increased Quantity of Work	41%
Achieved High Accuracy in Work Quality	38%
Works Independently /Needs Less Supervision	52%
Supervisor Would Recommend for Advancement	77%
Continued Employment, Advanced in Careers or Obtained New Employment	94%